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economic goods, and the distribution of the social income are the topics treated in Parts III, IV, and V. Parts III and V comprise more than half of the discussion.

The teaching aids found in the book are plentiful and much worth while. At the end of each chapter three sets of exercises and problems appear, also a list of supplementary reading. At the end of the book is a classified course of reading. This is arranged topically. For example, reading-matter is suggested for each of the following topics: general economics; money, banking, and public finance; labor; immigration; socialism and social insurance; tariff; and trusts. Inasmuch as each of these topics is treated in the text this list will be of great service to those who may desire to do extensive reading on a particular one.

In his general organization of the field Professor Thompson has held fast to tradition—consumption, production, exchange, and distribution being his four main divisions. This organization in the writer's opinion is more a textbook one than a teaching one. A strong teacher, however, will be able to make the material in the book conform to an organization for teaching purposes if she does not care to use the one the book contains.

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*A vigorous statement for vocational education.*—A decidedly emphatic volume<sup>1</sup> defending vocational education and written by a vice-chairman of the Federal Board for Vocational Education has just left the press. The author tries very earnestly to show that the old régime of twenty years and more ago was a flat failure in the scheme of education in the United States. There is strong intimation that much of the old system is still in force. He shows how the great World War has helped bring us to our senses in the matter of educating boys and girls in a many-sided way rather than in a narrow way as previously. The plea for reorganization of elementary and secondary education could hardly be put more forcibly than is here given. To the casual reader, however, there seems to be some overemphasis in places; but this only makes one think more carefully. The lay mind has to have something to prick it severely before it will halt long enough to take action.

To give some idea of the attack made upon the traditional teaching of a few years ago, we quote the following: "The greatest advantage of standardization [i.e., making all school work alike], however, from the point of view of cheapness, is that, through its aid, fifty or sixty children can be schooled by a single teacher. By dividing this preposterous number into squads, she can hear one batch of children recite from the prescribed book the preappointed lesson in arithmetic, while a second batch is preparing its cut and dried lesson in geography, and a third is doing 'busy-work,' that polite school phrase for killing time. All this, however, is not education at all. It is school drill of a very meager and unenlightened sort. Of course, it is not wholly without value. Repressive discipline, learning things by rote, and marching about with fifty or sixty other children, all have their useful place in education; but it should be a very minor place. In most schools, however, this insignificant part of education is about all the pupil gets. It is true that they learn to read, write, and cipher after a fashion,

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<sup>1</sup> JAMES PHINNEY MUNROE, *The Human Factor in Education*. New York: Macmillan Co., 1920. Pp. ix+317. \$1.60.

and that some of the facts which the teacher tries to drive into their heads stick. But the members of one of these overgrown classes are seldom required really to think; they are almost never taught how to use their minds, their hands, their senses, or their wills; and, far from stimulating initiative, the usual public school does all it possibly can to kill initiative, for it practically forbids the pupil to study things, or plan things, or work things out for himself." [Pages 214 and 215.]

The volume is replete with suggestions that show the fallacy of common-school procedure in the past and of very much of the present. On pages 206-7 there are found a few specific statements as to just what should be done in the grades and the adolescent period.

The interesting feature about the book is not that there are any new arguments set forth to spur educators to give vocational training a larger place in the educational program, but is the rather unique way the author has of putting the fundamental propositions that have to do with the human side to education. It is a positive statement that undoubtedly will do what its writer calculated that it would do, namely, stir up resentment and reaction, both of which will enhance a more vital type of education in our public schools.

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*School music teaching.*—The teaching of music in the public schools is quite a different task from that of the other branches and in some particulars decidedly more difficult. It is a task that is especially trying during adolescence when the pupils are "going over fool's hill" as one writer has put it. There has come to hand a new book<sup>1</sup> which should prove to be of genuine assistance in teaching this delightful, but somewhat difficult, art.

For over two decades we have been busy arguing about and reorganizing our common-school subject-matter. Mathematics and general science have undergone very radical changes. Other subjects have been modified a little, but the field of music has hardly been touched. This author has made a signal effort to show how music may be taught in light of the very best information we have today about the new reorganization of our common-school curriculum. He makes the psychological approach, cuts the material down to minimal essentials, sets forth a few specific and definite aims, and displays a great deal more than average common-sense in telling how to deal practically with the subject of music.

The author also shows somewhat conclusively that if music is properly presented, it will have an educative and helpful effect upon one's physical, mental, and spiritual life, one's social bearing, and one's leisure time. It, therefore, has as important a place in the curriculum as any other subject of study. In specifying what is good teaching in music, he mentions some six or seven ideals that have held sway in the past, no one of which will insure good results. Periodicity in the maturing life of the child is noted and proper provision made in the method of teaching music. A very excellent comparison is drawn between the fundamental psychological principles of teaching reading and of teaching pupils to read music. Individual differences in the ability of children to master music are noted by the author and suggestions about how to proceed are clearly set forth.

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<sup>1</sup> KARL WILSON GEHRKENS, *An Introduction to School Music Teaching*. Boston: C. C. Birchard & Co., 1919. Pp. vi+132.